

PRE-DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY

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MESSAGE FROM THE DIRECTOR OF TRAINING Thomas D. Linz, Ph.D.

This is the end of our second internship year and we continue to make improvements in the training experiences for our interns. Although we are not presently APA accredited, such is our goal and thus we continue to develop new training experiences and develop our didactic offerings. Given our location in the Department of Psychiatry and Behavioral Medicine in the School of Medicine there are multiple opportunities to interface with the medical community and health psychology. Be aware that the information on this page is correct as of the date it was posted but that changes and revisions are possible and probable

OUR MISSION

The mission of the pre-doctoral internship in clinical psychology in the Department of Psychiatry and Behavioral Medicine at the Marshall University Joan C. Edwards School of Medicine is to promote excellence in clinical psychology while enhancing the quality of health care in the region. Given its location in Appalachia, the internship strives to meet the special needs of a largely rural population in a state that historically has been economically and educationally disadvantaged. The internship endeavors to provide a systematic program of supervised, applied psychological training which extends, and is consistent with, prior research, didactic, and applied experience of doctoral education and training. The internship provides for continued professional socialization and development of professional identity. Internship training provides for the integration of scientific, professional, and ethical knowledge, attitudes, and skills essential to

professional practice. The successful intern will have demonstrated the capability to function autonomously and responsibly as a practicing psychologist.

A primary goal of this internship is the preparation of well-rounded psychologists with an emphasis in health care related practice in rural settings. This will be attained in a manner consistent with the broader goals and missions of the Department of Psychiatry and Behavioral Medicine, the School of Medicine, and Marshall University. These include the following philosophical principles:

- The belief that appropriate, comprehensive, contemporary health care is based on an integration of biomedical, psychosocial, cultural, and economic perspectives.
- Recognition that behavior is the result of a critical and constant interaction between genetic endowment and environmental experience.
- The desire to enhance the ability of providers to experience their patients as unique, through teaching the behavioral sciences to them and imparting an awareness of the frailties and strengths of the human mind and spirit, those of the healer as well as those of the patient.
- The view of contemporary mental health care as a team effort and that the most relevant clinical teaching exposes learners to the merits of a multidisciplinary approach to care and to a network of different services and settings.
- Seeking feedback and constructive criticism from the trainees who are the consumers of our educational efforts to continually upgrade the quality of teaching and experiences.

- The pursuit of research, scholarship and value the participation in discovery, dissemination, and use of new knowledge.
- The integration of scientific, professional, and ethical knowledge, skills, and attitudes with faculty members demonstrating and/or supporting the integration of the scientific-practice-research roles.
- The respect of diversity within professional psychology, among the students, as well as the populations who are seen in research or clinical settings.

MODEL OF TRAINING

The training program ascribes to a Practitioner –Scholar model of training.

The philosophy of the training program is consistent with the missions of Marshall University and the Joan C. Edwards School of Medicine to provide quality graduate and undergraduate educational experiences to students. Interns are considered important members of the professional staff and are expected to conduct themselves ethically and professionally. Interns actively participate in all aspects of the Department of Psychiatry and Behavioral Medicine’s functioning, and assumes a major role in the delivery of services.

The aim of the internship program is to train future psychologists with an emphasis on underserved populations and rural issues related to health psychology. The internship is designed to refine and further develop the intern’s clinical competency, strengthen the intern’s identity as a professional psychologist, and develop the intern’s knowledge and judgment regarding ethical practice.

The interns will have regular contact with not only psychologists, but also physicians both psychiatrists and non-psychiatrists, nurses, social workers and others at Joan C. Edwards School of Medicine and Cabell Huntington Hospital offering a variety of theoretical models and approaches.

APPLICATION AND INTERVIEW PROCESS

Application: In being consistent with our goals of accreditation by the American Psychological Association the internship chooses to use the application for programs participating through APPIC. This can be obtain from the APPIC site at www.appic.org .

Submission Deadlines: All materials for applications are to be submitted to the Director of Training by December 1, 2007 for the Internship year 2008-2009.

Interview Policy: Once applications have been received and the deadline for submission has past completed applications will be reviewed and interviews will be scheduled with the applicants.

Selection/Notification: In order to be consistent with the APPIC process offers will be made to prospective interns around the same date of the APPIC Match Day.

GENERAL INFORMATION ABOUT THE INTERNSHIP

A. Individual Caseload Supervision

Interns are assigned Primary Supervisors (PS) who are licensed psychologists, and who monitors the intern's individual client caseload. The Primary Supervisors change at the midway point of the internship (January); therefore, each intern is supervised by a three different licensed psychologists at any one time during the internship year. Interns receive 3.0 (three) hours of weekly individual supervision from the PS. Each intern will be assigned a separate PS for each of the following (i) child psychotherapy, (ii) adult psychotherapy, and (iii) assessment.

Secondary or Off-Site Supervisors (SS) will be utilized for rotations in settings not located on the Marshall University Medical School campus. Such placements may include rotations through facilities such as the Mildred Mitchell Bateman Hospital, Federal Correctional Institute, and other sites. Secondary Supervisors will be utilized in specific activities within the Department of Psychiatry (e.g., psychiatry teaching clinics) and in other departments within the School of Medicine.

B. Formal Didactics

Interns will be involved in formal didactics with the Primary Supervisors, Director of Clinical Training, as well as other faculty. These will be of a time limited nature, rotating

between topics and speakers. Topics of focus may include topics of a varying nature and may include, but are not limited to, issues in psychotherapy, ethics, neuropsychological issues, psychological assessment, and cultural and individual differences.

C. Supervision of Research/Scholarly Activities

Interns are allotted 5 hours of research time per week. Interns are encouraged to develop an applied research project during the course of the training year. They present their findings to the faculty and guests of the School of Medical during the annual Research Day in the spring semester. The program places high priority on interns making significant progress on completing their dissertation or clinical research project during the internship year.

C. Typical Work Hours

As pre-doctoral interns are considered to be part of the professional staff of the School of Medicine and the Department of Psychiatry and Behavioral Medicine in particular they are expected to maintain hours consistent with the rest of the faculty. A general rule of thumb is that the work day goes from 8:00 am to 5:00 pm. Occasional modifications to this schedule may be necessary and these may require the intern to stay longer or come in earlier. Such modifications will be determined on an individual case basis. The departmental outpatient clinic, University Psychiatric Associates, has in place an intra-departmental pager system to alert clinicians when their patients arrive. It will be important that the intern obtain the pager allotted for his/her office upon arrival. Likewise it will be important to return the pager prior to completing the internship. The departmental chair has requested that these remain in the clinician's office, likewise, it is the intern's responsibility to maintain these.

D. Salary and Extras

At present the salary for the internship year 2007-2008 is \$_____. Other benefits include health insurance coverage during the internship, and vacation/education/sick leave. Vacation time is accrued at a rate of two days per month and should be used for such. Defense of dissertations can be accommodated as needed.

FULL-TIME FACULTY

The training staff focuses on three broad areas of responsibility to interns: supervision, support of intern personal growth, and evaluation of competencies. The training staff believes that support of intern personal growth is integral to all parts of the training experience and, thus endeavors to make supervision and evaluation positive learning experiences for interns.

Psychologists

Karen Armstead, M.A. – Pervasive Developmental Disorders, Psychotherapy

Steven Cody, Ph.D. - Adult Neuropsychology

Kelly Daniel, M.A. - Adult Psychotherapy

Ken Devlin, M.A. - Pain & the interface between psychology and medicine

Elizabeth Evans, Ph.D. – Adult and Child Psychotherapy

Thomas Linz, Ph.D. - Child/Adolescent Neuropsychology, Psychotherapy

Tracy LeGrow, Psy.D. - Adult and Child Psychotherapy, General Psychological

Assessment

Psychiatrists

Samuel Januszkiewicz, M.D. – Adults

Cheri Lindberg, M.D. – Older Adolescents and Adults

Anne Zappacosta, M.D. – Children and Adolescents

Social Work

Binni Bieler, MSW – Adults

Michael Goldman, ACSW – Adults